DOCUMENT RESUME

ED 227 089 SP 021 962

AUTHOR Askins, Billy E.
TITLE Teacher Self-Assessment Data: Bases for Designing a Personal Long-Range Professional Development Program.
INSTITUTION Texas Tech Univ., Lubbock. Coll. of Education.
PUB DATE Feb 83
NOTE 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 22-25, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cognitive Style; Elementary Secondary Education; Interpersonal Competence; Measures (Individuals); *Personality Traits; Professional Development; Psychological Patterns; *Self Actualization; Self Concept; *Self Evaluation (Individuals); Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; *Teachers; Teaching Styles; Values

ABSTRACT

A program of self-evaluation was developed for teachers to use in creating a personal profile which could become the basis for designing a long-range professional development program. Seven areas for self-assessment were philosophical belief system, personality traits, interpersonal awareness traits, self-concept, learning style, teaching style, and psychological construct. Instruments used to collect personal data in these areas are listed and described: (1) Scale of Cognitive Structures--a questionnaire designed to identify an individual's philosphical orientation; (2) Myers-Briggs Type Indicator--designed to identify an individual as 1 of 16 personality types; (3) Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B)--a measure of a person's characteristic behavior toward other people; (4) Tennessee Self-Concept Scale--provides a profile which shows comparative data concerning the identity of the physical self, moral self, personal self, and family self; (5) Productivity Environmental Preference Survey, and the Learning Style Inventory--designed to diagnose learning style; (6) Teaching Style Inventory--identifies teaching styles; and (7) Tuckman Teacher Feedback Form--provides an analysis of teaching behavior. Information is provided on how to obtain these instruments. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227089

TEACHER SELF-ASSESSMENT DATA: BASES FOR DESIGNING A PERSONAL LONG-RANGE PROFESSIONAL DEVELOPMENT PROGRAM

By

Billy E. Askins
College of Education
Texas Tech University

COLLEGE OF EDUCATION
TEXAS TECH UNIVERSITY
LUBBOCK, TEXAS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Billy E. Askins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Detroit, Michigan, February 22-25, 1983.

SP 021 962

TEACHER SELF-ASSESSMENT DATA: BASES FOR DESIGNING A PERSONAL LONG-RANGE PROFESSIONAL DEVELOPMENT PROGRAM

Knowing one's self and one's environment are important prerequisites to effective teaching. This implies that the teacher knows what his or her style of behavior is asking the students to do and that the teacher has reached thoughtful positions on learners, subject matter, and method(s). Also, it implies that one understands the dynamics of the curriculum and the impact of interpersonal relations. A strong belief in these two prerequisites was the basis for the author to develop this program concerning teacher self-assessment.

Beginning teachers should have an opportunity to learn some procedures/techniques for self-assessment for their professional practice. The learning of such procedures should start during student teaching or other clinical experiences. Also, the procedures/techniques should include guidance on how to use the self-assessment data in developing an inventory or profile, which becomes the basis for designing a personal long-range professional development program. Such a program can greatly assist in the continuing improvement of the classroom teachers.

Areas for Self-Assessment

Identifying appropriate areas where self-assessment should be conducted as well as the appropriate instruments to collect the data was a major research thrust for this investigator. After a lengthy review of the literature and experimentation during various public school staff development sessions as well as in university graduate courses, seven areas were identified. The seven areas were: Philosophical Belief System,

Personality Traits, Interpersonal Awareness Traits, Self-Concept, Learning Style, Teaching Style, and Psychological Constructs. A brief description of each of these areas with the name of the instruments used to collect the data as well as information to obtain the instruments is presented in the following paragraphs.

Philosophical Belief System

Nearly everything that a teacher does, or chooses not to do, is based upon his or her belief system. If teachers are to formulate relevant and effective educational policies and programs, they must know what their students believe in and value, as well as what they, themselves, believe in and value. Thus, the teacher should be aware of his or her philosophical belief system.

The instrument selected to identify belief systems in philosophical terms was the Scale of Cognitive Structures (SCS). The instrument is a questionnaire designed to identify an individual's philosophical orientation--also referred to as levels of consciousness and, more specifically, cognitive structures. The items of the questionnaire are keyed to represent three dominant philosophical strains in American culture: traditionalism, pragmatism/progressivism, and existentialism. Thus, a profile is obtained indicating the teacher's posture or orientation as primarily being Traditional, Progressive, or Existential.

The complete name of the instrument and address to obtain copies, as well as the manual, is as follows:

Scale of Cognitive Structures
G. P. Esteves
College of Education
Texas Tech University
Lubbock, Texas 79409

Personality Traits

A teacher needs to know and understand his or her own type of personality because such understanding helps one to deal more effectively with problems and people in one's life. Understanding one's own (or another person's) personality depends on the assumption that seemingly chance variations in the way people relate to each other is not based on chance at all, but rather on observable differences in mental functioning and perception.

The instrument selected to identify personality type was the Myers-Briggs Type Indicator (MBRI). This instrument is designed to identify an individual as one of sixteen personality types, based on Carl Jung's categories of introvert-extrovert, intuitive-sensing, feeling-thinking, and perceptive-judging. Thus, a profile is obtained indicating the teacher's personality type with an interpretation/explanation of the type.

The complete name of the instrument and address to obtain copies, as well as the manual, is as follows:

Myers-Briggs Type Indicator
Isabel Briggs Myers
Center for Application of
Psychological Type, Inc.
414 Southwest 7th Terrace
Gainesville, Florida 32601

Interpersonal Awareness Traits

Teaching as it most commonly occurs involves a face-to-face relation between teacher and student. Teaching is primarily conducted with language, involves the use of intelligence, reason-giving, and truth, and requires the development of a positive interpersonal relationship so as to foster and nurture learning. Thus, the interpersonal aspect of teaching is extremely important. A teacher needs to know and understand his or her

awareness of one's self as well as one's relations to other people. This knowledge also assists one to deal more effectively with problems and people in one's life.

The instrument selected to identify interpersonal awareness traits was the Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B). This instrument is designed to be a measure of a person's characteristic behavior toward other people in the areas of inclusion, control, and affection. The instrument is designed not only to measure individual characteristics but also to assess relationships between people, such as compatibility, or coefficiency.

The complete name of the instrument and address to obtain copies, as well as the manual, is as follows:

Fundamental Interpersonal Relations
Orientation-Behavior (FIRO-B)
William C. Schutz
Consulting Psychological Press
577 College Avenue
Palo Alto, CA 94306

Self-Concept

A teacher is often charged with the responsibility of developing a positive self-concept in his or her students. But what about the self-concept of the teacher? The teacher's self-concept has been demonstrated to be highly influential in much of his or her behavior and also to be directly related to his or her general personality and state of mental health. Thus, a knowledge of how a teacher perceives him/herself is useful in planning for professional development.

The instrument selected to identify self-concept was the Tennessee Self-Concept Scale (TSCS). The TSCS is self-scoring and consists of 100

self-descriptive statements, which the subject uses to portray a picture of him/herself. The TSCS provides a profile which shows comparative data concerning: physical self, moral-ethical self, personal self, family self, social self, identity--what he or she is, self-satisfaction--how he or she accepts him/herself, and behavior--how he or she acts.

The complete name of the instrument and address to obtain copies, as well as the manual, is as follows:

Tennessee Self Concept Scale
William H. Fitts
Counselor Recordings and Tests
Box 6184, Acklen Station
Nashville, Tennessee 372121

Learning Style

A teacher needs to know and understand his or her personal learning style and productivity style because the learning style of a teacher greatly influences the way he or she will teach. Also, the teacher needs to be familiar with the process of diagnosing the learning styles of students as well as knowing how to match learning styles with teaching styles.

The instrument selected to diagnose the productivity and learning style was the Productivity Environmental Preference Survey (PEPS). The PEPS surveys individual adult's personal preferences for each of twenty-one different elements in four major areas. The PEPS identifies how adults prefer to function, learn, concentrate, and perform in their occupational or educational activities in the following areas: Immediate Environment (sound, temperature, light, and design); Emotionality (motivation, responsibility, persistence, and the need for either structure or flexibility); Sociological Needs (self-oriented, colleague-oriented, authority-oriented and/or combined ways); and Physical Needs (perceptual preference(s), time of day, intake, and mobility). Questions concerning

each of the areas are presented and selected responses tend to reveal personalized characteristics that, when combined, represent the way in which an individual prefers to work or concentrate. These data are presented in a profile form, easy to understand and interpret.

The complete name of the instrument and address to obtain copies, as well as the manual, is as follows:

Productivity Environmental Preference Survey
Gary Price, Rita Dunn, and Kenneth Dunn
Price Systems, Incorporated
Box 3067
Lawrence, Kansas 66044

Another instrument to diagnose learning style is the Learning Style Inventory (LSI). The LSI was created to measure the individual learning styles derived from experiential learning theory. The LSI is a nine-item self-description questionnaire. Each item asks the respondent to rank order four words in a way that best describes his or her learning style. The LSI measures an individual's relative emphasis on four learning abilities--Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE)--plus two combination scores that indicate the extent to which an individual emphasizes abstractness over concreteness (AC-CE) and the extent to which an individual emphasizes action over reflection (AE-RO).

The complete name of the instrument and address to obtain copies, as well as the manual, is as follows:

Learning Style Inventory
David A. Kolb
McBer and Company
137 Newbury Street
Boston, Massachusetts 02116

Teaching Style

Identifying potential areas of growth should include an appraisal of each teacher's teaching style.

The instrument selected to identify teaching style was the Teaching Style Inventory (TSI). The TSI provides a profile which has nine major elements that comprise a person's teaching style. The major elements are: Instructional Planning; Teaching Methods; Student Groupings; Room Design; Teaching Environment; Evaluation Techniques; Educational Philosophy; Teaching Characteristics; and Student Preference.

The complete name of the instrument and address to obtain materials is as follows:

Teaching Style Inventory
Rita and Kenneth Dunn
Learning Styles Network
School of Education and Human Services
St. John's University
Jamaica, New York 11439

Psychological Constructs

Teachers are constantly confronted with problems of control, interpersonal relations, and ambiguity in classroom management. As student teachers, as well as beginning teachers, encounter these problems, they continually ask, "How am I doing?" In short, they need constructive feedback concerning their teaching behavior.

The instrument selected to provide feedback providing an analysis of teaching behavior was the Tuckman Teacher Feedback Form (TTFF). The TTFF describes the teacher as a structurer, the teacher as a problem-solver, and four ways that teachers can deal with problems of control, interpersonal relations, and ambiguity. The instrument is a series of twenty-eight paired

adjectives, each adjective having been paired with its approximate opposite. Each adjective pair represents a personal construct that can be used to construe the behavior of a teacher. The TTFF can be used by any classroom observer--supervisor, trained observer, peer, or student--to describe the behavior of a teacher over approximately a forty-five minute span of time.

The complete name of the instrument and address to obtain information is as follows:

Tuckman Teacher Feedback Form
Bruce W. Tuckman
School of Education
Bernard Baruch College - CUNY
17 Lexington Avenue
New York, N. Y. 10010

Designing the Long-Range Professional Development Program

After individuals complete the various personal inventory instruments as previously described, they will discover that they have a fairly rich data base about themselves. These data are useful for self-understanding, counseling, as well as for research purposes. More specifically, the individuals should be instructed to take these data and prepare a summary of their personal inventory or profile indicating their perceived strengths and weaknesses about their personal selves as well as their teaching behaviors. Then, this information becomes the basis for designing a personal long-range professional development program.